

From Pre-k To Career: Educating Virginia's Workforce

VACO Fall Conference 2016

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Building the Workforce of the New Virginia Economy

- The pipeline is one that has multiple agencies and funding streams, but the ultimate goal is ensure that all of Virginia's young people are able to succeed in the New Virginia Economy.
- Highlights today include work on early childhood education, efforts to support our challenged schools, high school redesign, and updates on the workforce credentialing program.

Early Childhood Education

- New advisory bodies, including the *Commonwealth Council on Childhood Success* and the *School Readiness Committee*
- Federal Preschool Expansion Grant – **VPI+**
 - \$70M over 4 years
 - Serving 13,000 high need students in 11 Divisions
- New Investments in the **State Budget**
 - Increased VPI per pupil funding
 - Mixed Delivery Grant Fund (HB 47)
 - Scholarship funding for professionals serving at-risk students

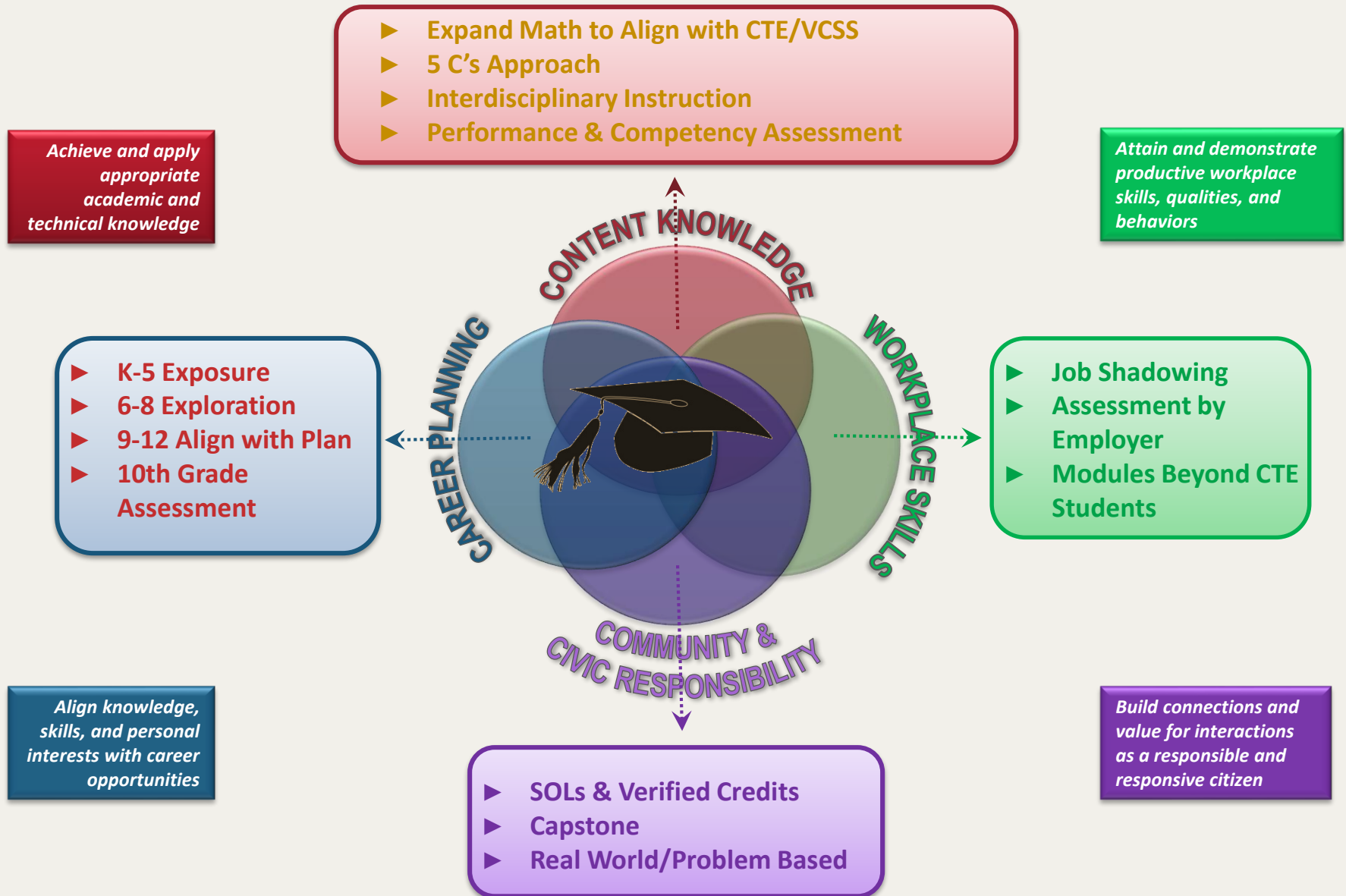
The Children's Cabinet and Supporting our Challenged Schools

- Children's Cabinet is leading two interagency efforts, the *Challenged Schools Initiative* and the *Classrooms not Courtrooms Initiative*
- The Challenged Schools work includes multiple strategies to address curriculum alignment, teacher and principal leadership development, and an effort to better address the unmet needs students have outside the classroom
 - Petersburg City Partnership to Support the Schools

High School Redesign

- The Board of Education is now finalizing the ***Profile of a Virginia Graduate*** after consulting with dozens of teachers, parents, students, businesses, higher ed institutions, etc.
- From there, the Board is working on **changes to Virginia's graduation requirements** to align them with the “Profile” and **revisions to our accountability system** to reflect the new requirements and a broader look at schools.

In Virginia, the life-ready individual will, during his or her K-12 educational experience:



CONTENT KNOWLEDGE

- Applies the knowledge and skills aligned with the Standards of Learning performance expectations and Career and Technical education competencies.
- Exhibits the content knowledge and skills to successfully transition to credit bearing postsecondary education and workforce opportunities.
- Demonstrates the content knowledge and skills necessary to achieve in a global society and be prepared for careers, college, and community and civic responsibility.

WORKPLACE SKILLS

- Attains and demonstrates productive work ethic, professionalism, and self-management.
- Uses effective communication and interpersonal skills to interact with individuals and within groups.
- Implements workplace readiness skills of personal qualities and professional knowledge in a variety of settings and audiences (eg., think critically, coherently, and creatively; direct and evaluate own learning; problem-solve; exhibits intellectual curiosity, flexibility, self-advocacy, and responsibility.

COMMUNITY & CIVIC RESPONSIBILITY

- Makes connections and is involved in the community through altruistic opportunities.
- Demonstrates self-advocacy with consideration of others, behaves honestly and ethically, takes responsibility for actions, attends to personal health and wellness.
- Shows respect for diversity of individuals, groups, and cultures in words and actions; demonstrates social and cultural competency.
- Understands governance structures and demonstrates informed citizenship .

CAREER PLANNING

- Understanding of required knowledge, skills and abilities associated with workforce needs and opportunities; evaluates and prioritizes career clusters for personal consideration aligned with personal interests and skills .
- Sets goals for career, school and life and has knowledge of a variety of pathways, course work, and requirements to achieve these goals.
- Develops a foundational set of skills to adapt to changing global and workplace opportunities and careers

In Virginia, the Life-Ready Successful Graduate:

Changes to Graduation Requirements

➤ Reduce the number of verified credits

- Standard Diploma - from 6-4 credits (*one is a performance assessment*)
- Advanced Diploma - from 9-6 credits (*one is a performance assessment*)

➤ Expand Career Planning

- Elementary level - exposure to careers,
- Middle-school - build a portfolio, job shadowing
- High School - opportunities for

internships/work experiences

➤ Emphasize the “5Cs”

1. Critical Thinking,
2. Creative Thinking,
3. Collaboration,
4. Communication, and
5. Citizenship

➤ Require a “Capstone Project”

- Community-based project
- Allows demonstration of some of the “5Cs”

Planned Work & Timeline

November 2016:

BOE final review and approval of Profile of a Graduate and other changes to SOA and BOE first review of proposed revisions to school accreditation provisions in the SOA

January 2017:

BOE final review and approval of revisions to the SOA

- *The revised SOA regulations will move forward through the approval process of the Administrative Process Act. There will be additional opportunities for public comment.*

December 2017:

High School Redesign plan must be completed by Dec 1, 2017.

The new graduation requirements become effective for the incoming freshman class of 2018-2019.

Credentialing Needs in the New Virginia Economy

- Last year...
 - 175,000+ jobs that required more than a high school diploma and less than a bachelor's degree sat vacant in Virginia for almost a month, on average.
 - With an average wage of \$28 per hour (\$58,500+ per year) families lost more than \$1 billion in potential wages, and Virginia's General Fund lost approximately \$54.3 million in tax revenue.
- Over the next 7 years...
 - Virginia employers will need to hire more than 1.4 million people.
 - Two-thirds of those jobs will require more than a high school diploma and less than a bachelor's degree.

Building up Virginia's Workforce Credentials

- Governor McAuliffe set goal of 50,000 STEM-H Workforce Credentials a year by the end of his administration
- Proposed and worked with the General Assembly to pass the *New Economy Workforce Credentials Grant Act*, a first-in-the-nation outcomes-based funding model for short-term training programs leading to high-demand workforce certifications
- In the program's first four months, over 1600 Virginians have enrolled in workforce training at community colleges that is aligned with high demand occupations as identified by the Virginia Board of Workforce Development.

Additional Information

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School Readiness Committee

<https://education.virginia.gov/initiatives/school-readiness-committee/>

Children's Cabinet

<http://hhr.virginia.gov/childrens-cabinet/>

Virginia Board of Education

<http://www.doe.virginia.gov/news/educational-initiatives/index.shtml>
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